

FY '07

IOWA

Carl D. Perkins Vocational and Technical Education

Certified Annual Report

Narrative

Part I. State Administration (Section 121)**A. Sole State Agency and Governance Structure**

Coordination of Plan Implementation: The Iowa State Board of Education is the eligible agency that administers the use of Carl D. Perkins Vocation (Career) and Technical Act of 1998 grant funds. The State Board is appointed by the State's governor and has governance responsibilities for K-12 local educational agencies and community colleges. Career and Technical Education (CTE) is offered at both instructional levels in a comprehensive setting. The State Board has assigned the responsibility for planning and administering the State's Perkins grant funds to the Department of Education (DE), more specifically, the Bureau of Community Colleges and Career and Technical Education within the Division of Community Colleges and Workforce Preparation. The administrator for the Division of Community Colleges and Workforce Preparation serves as the lead administrator responsible for the development and implementation of the plan and its administration.

Allocations to Iowa's community colleges and the State's local education agencies (LEAs) are determined by the formula outlined in the State of Iowa Plan. Institutions receive notice of their allocations in early spring, and applications are reviewed in June with the goal of approval before July 1. Individual consultants are assigned to specific areas of the state and are responsible for providing technical assistance in assigned areas for both the secondary and postsecondary levels.

The State of Iowa's Plan is being implemented in the context of the Iowa's CTE system with a purpose to "provide all Iowans with access to articulated secondary/postsecondary programs that provide the technical knowledge and skills necessary for success in Iowa's workforce."

In support of both the plan and the fulfillment of this purpose, the State of Iowa is engaged in an ongoing process to examine workplace needs and develop strategies to address them. The CTE programs implemented under the Perkins Act are essential elements to meet Iowa's needs. The coordination of the implementation process is based in part on a continuous quality improvement model.

All Perkins grant recipients are monitored by on-site visits by bureau staff at least once every three years. A standardized monitoring guide developed by the bureau staff is utilized. The DE's comprehensive school improvement/accreditation process, in which all K-12 districts are reviewed by an on-site visitation team once every five years, was revised to incorporate a standardized protocol. The protocol includes a section for CTE that addresses program evaluation/improvement issues and the use of performance indicator data. The state community colleges accreditation process also includes standardized protocol related to CTE program evaluations and continuous improvement.

The Iowa DE has implemented a web-based individual student record reporting system, called Project Easier, which was implemented by all of the state's K-12 districts in the 2004-05 academic year reporting cycle. This system was designed to collect student enrollment data to determine the state and federal performance indicators including the secondary portion of the Perkins year-end report. Beginning in FY '05, student performance data on secondary CTE programs were collected through the Project EASIER. Further system revisions continue to be made through Project EASIER Plus CTE. The revised system requires the districts to identify and align their courses with the CTE programs. The system retrieves those students enrolled in the CTE courses and aligns them within the CTE programs. This step populates the student demographics from the district information submitted as part of the fall Basic Educational Data System (BEDS). The districts are asked to identify concentrators and program completers as well as those students who completed a CTE program and attained a skill competency rating of 90% or better. In addition, the senior placement and concentrator Iowa Test of Education Development (ITED) attainment data were merged with the CTE data base. This improvement has increased the reliability of the data collected and reduced the duplication of reporting on the secondary school districts.

Performance data on post secondary CTE programs will continue to be collected through a combination of the CTE web-based year-end reporting process and the community college Management Information System (MIS). The collected data were merged and analyzed according to core indicators and negotiated Final Agreed-Upon Performance Levels (FAUPL).

Perkins grant recipients are informed of the State Final Agreed-Upon Performance Levels (FAUPL) and the actual attainment levels through a series of tables that were prepared as part of the state narrative report. The attainment levels and ratings are disaggregated by community colleges, consortia, and local education associations (LEAs). This process allows the colleges, consortia, and districts to review student attainment at program level. This final report is useful for DE staff, program advisory groups, and stakeholders in their review of postsecondary and secondary programs.

Ongoing consultation with partners: Implementation of the State Plan continues to require numerous meetings at the state and local levels in order to assure that LEA personnel are knowledgeable about the requirements of the Act. Specific meetings and consultations were held with both postsecondary and secondary level personnel and included the following:

- Workshops for Perkins contacts and fiscal agents, secondary, and postsecondary;
- Monthly meetings with community college CTE directors and deans on Perkins related issues, including the use of data from the program performance reporting system;
- Meetings with the regional tech prep coordinators on issues related to the improvement of transition between secondary and postsecondary CTE programs; and
- Annual review of the K-12 (Project EASIER Plus CTE) and community college management information (MIS) systems to ensure data quality and reliability as well as for revision purposes.
- Sessions were conducted at the Community College Administrator's Forum and the IACTE Conference.

Internal consultant and administrative meetings: Bureau leadership convenes work teams composed of Perkins consultants to address implementation issues related to the State Plan. Area tech prep coordinators meet regularly as well, with Perkins consultants participating in these meetings. During FY '07, bureau staff reviewed and analyzed state performance data and determined strategies for leadership activities deemed necessary.

Linkage to implementation of the Workforce Investment Act: Information regarding the requirements for the role of community colleges receiving Perkins funds in the one-stop shops established under the Workforce Investment Act was developed in the Iowa DE and shared with constituents. A consultant from the Bureau of Community Colleges and Career and Technical Education serves as a direct liaison with IWD. Statewide coordination of Adult Basic Education and Family Literacy is also provided from the DE's Division of Community Colleges and Workforce Preparation. The Iowa State Board of Education and the Iowa Workforce Development Board conducted a joint meeting in August, 2007.

B. Organization of Vocational (Career) and Technical Education Programs

CTE programs are currently organized into a Pathway System with a multitude of career options to pursue for the individual student. Organizing learning and CTE programs around career clusters and pathways provides a way to blend academic and technical skills to succeed in the 6 Iowa service areas. Academic knowledge/skills, employability knowledge/skills, common career area knowledge/skills and occupational specific knowledge/skills were developed within each of the following service areas:

- Agriscience and Natural Resources
- Engineering/Industrial Technologies
- Family, Consumer, and Human Services
- Business and Information Technology
- Health Sciences
- Marketing

The Pathways concept was originated through Tech Prep; model standards and benchmarks have been developed through the partnerships with different entities such as the Association of Business and Industry (ABI), DE, Iowa Department of Economic Development (IDED), IWD, and the School-to-Work office. Pathways/Clusters programs of study provide students with ease of transition as they progress from secondary school to post-secondary institutions and to the workforce.

CTE in Iowa schools districts are organized around the 6 Iowa service areas. The 6 pathways are linked to the 16 career clusters. Within each of the 16 national career clusters, 81 specialties or pathways have been identified as an organizational framework. Programs of study have been developed around many of these specific occupational pathways and specialties. In 2006-07, the Department of Education contracted with an external third party consultant, Hans Meeder Consulting, to conduct a review of Iowa's CTE structure and framework and to formulate recommendations regarding Iowa's structure and the state's preparedness to implement Perkins IV.

B. Part II. Report of State Leadership (Section 124)

Perkins III leadership funds supported a wide array of activities in Iowa. Consultant staff addresses both the required and permissive use of leadership activities. A questionnaire was designed to address these issues in both secondary and postsecondary levels. DE staff with program specialties (agriculture, industrial technology, family and consumer sciences, business, marketing, and health occupations) provide significant leadership to the community colleges, secondary schools, and teacher preparation institutions across the state. Under the consultants' leadership, the DE staff issues contracts for activities that address leadership priorities. The following are examples of activities that have been conducted using leadership funds during FY '07. The examples are provided in the order listed in the Perkins III Act.

Required uses of funds

An assessment of the vocational and technical education programs...that includes as assessment of how the needs of special populations are being met and how such programs are designed....

An evaluation of CTE programs includes assessment of how funds are used to meet student needs as well as the needs of special populations.

- In a partnership between the Division of Community Colleges and Workforce Preparation of the Iowa Department of Education and Iowa State University, the partners engaged in an initiative to look at the post college earnings of career and technical students at Iowa Community Colleges. Workshops were conducted at the community colleges and CTE conferences to demonstrate the economic benefits to students of completing CTE programs. Baseline data regarding the initial CTE program completers and transfers to four-year colleges were determined. Community Colleges are encouraged to design CTE programs that articulate to baccalaureate degrees.
- During FY07, the Division of Community Colleges and Workforce Preparation was a member of The Multistate Academic and Vocational Curriculum Consortium (MAVCC). This membership provided interactive tests that students can complete on the computer for practice and/or assessment. The assessments provide students with immediate feedback, and provide instructors with test scores as well as data on what objectives or areas need to be reviewed.
- In addition to collecting data to evaluate meeting the required indicators, the State of Iowa collected data on CTE using standard designed questionnaires for secondary and postsecondary programs which received Perkins funds in 2006. The questionnaire was divided into sections reflecting federal requirements for "the required" and "the permissive" use of funds as outlined in the Perkins Act of 1998. The results of the analyses were used to support and continue improvement on the targeted indicators, to determine causes when targeted goals were not reached, and most importantly for future planning.
- The DE continued its contract with the National Student Data Clearinghouse, exploring the system's capability to provide information regarding success of program completers and leavers and their enrollment (entrance) and persistence in postsecondary institutions. The contract enabled a match of the community college MIS data files against the clearinghouse data to track students in other postsecondary institutions. During FY '07, usage of the database by the community colleges continued to increase as the colleges conducted their own institutional research utilizing this data source. The system's capabilities have been documented and have been useful in the creation of a refined model of evaluation.
- The DE utilized resources available through membership in MarkEd to provide access to CTE curriculum designed to infuse technical skills and the academics.
- Each service area consultant continues to seek input from their respective program improvement teams for curriculum development, professional development needs and other areas of concern statewide.

- The DE created the Annual Career and Technical Education High School Report to describe secondary CTE in Iowa. The report contains sections on enrollment, student demographics, performance indicators, career academies and tech prep, teachers, finances, CTSOs, and career planning and exploration.

Developing, improving, or expanding the use of technology in vocational and technical education....

- Membership in MAVCC allowed for site licenses for school programs/instructors wishing to incorporate instructional materials into their lessons on Blackboard® or other means, so students can access coursework from a computer. MAVCC also provided an interactive safety training series on CD that incorporates video instruction with immediate evaluation, feedback and documentation. This series addresses OSHA's top ten accidents that occur on the job.
- The DE, in partnership with the Iowa Industrial Technology Education Association, Iowa Family and Consumer Sciences Educators for Progress, Iowa Business Education Association, and Iowa Association of Agricultural Educators provided instructors with technical update training.
- The Business and Information Technology Program Management Committee, in partnership with the Iowa Business Education Association, provided two-day workshops for business and marketing educators involving Microsoft Office 2007, Dreamweaver, PC Troubleshooting, and Web Page Design. Instructors were given the opportunity to sit for certification testing for Microsoft Office Specialist Certification. These workshops were held in two areas of the state.
- DE Program Consultants continued to use the websites and e-mail distribution list/list serve(s) to disseminate information and instructional materials to secondary and postsecondary instructors.

Professional development programs....

Professional Development continues to be an emphasis for the use of leadership funds. The following are examples of specific professional development activities:

- Membership in MAVCC provided professional development through in-service workshops and training sessions on a variety of educational topics including: developing units of instruction, lesson plans, and LAPs; recruiting, training, and placing non-traditional students; integrating resources into classroom instruction, and utilizing instructional materials to improve student outcomes.
- Membership in MAVCC also provided teachers CDs with PowerPoint® presentations, and customizable components, such as written tests and competency profiles.
- On November 10, 2006, an Administrators Forum was held on the Des Moines Area Community College Ankeny (IA) Campus. All of the 15 community colleges across the State of Iowa were represented. The Administrators Forum is an annual event which addresses issues facing new and /or seasoned administrators at the community colleges.
- The DE in partnership with each service area's professional organization coordinated statewide conferences that provided professional development opportunities for CTE educators.
- All disciplines have provided professional development websites as a resource to the field.
- During the summer of 2007, Family and Consumer Sciences (FCS) teachers participated in professional development for beginning and advanced culinary arts curriculum development.
- The DE has fostered the pre-engineering curriculum developed by Project Lead the Way (PLTW). In 2005-06 Iowa established eleven PLTW sites; this number grew to twenty-six in 2006-07. In 2007-08 Iowa is anticipating the number of PLTW to grow to sixty-one.
- The University of Iowa and Iowa State University serve as PLTW affiliate universities. Each university has sent professors to training in 2006 and offered two-week training institutes in the summer of 2007 for the following courses: Gateway to Technology, Introduction to Engineering, Principles of Engineering, Digital Electronics and Biotechnical Engineering. PLTW requires that every teacher successfully complete a two-week intense training institute conducted by an affiliate University-College of Engineering. Sixty-four teachers were trained in the summer of 2007. Thirty-seven teachers received training by Iowa State University or the University of Iowa and twenty-seven received training from affiliate universities outside of Iowa. A total of ninety-six teachers and professors have gone through summer institutes and are certified to teach PLTW courses.
- A PLTW counselor's conference was coordinated by the University of Northern Iowa, University of Iowa, Iowa State University and the DE and was held at ISU in October 2006. Counselors play a key role in answering students and parents' questions about the PLTW program and in successfully enrolling students in appropriate PLTW courses. They also counseling students as they consider engineering, engineering technology, and related career fields of study.

Fifty-two (52) participants attended a PLTW counselor's conference that was held at Iowa State University in November 2006. November 12, 2007 is the scheduled date for the next counselor's conference in Iowa City.

- Industrial Technology education has maintained a professional development website since 2003. Community colleges, area education agencies, Department of Education and industry have the ability to post professional development opportunities throughout the year. Online surveys and tracking are used to plan future professional development. Other services offered through the website are employment postings, listserv, resources, equipment sharing and donations.
- A professional development conference was provided to community college automotive, collision and diesel instructors. Technical update and emergent technology sessions were offered in each program area. This conference is supported by the Iowa Automotive Dealers Association.
- A workshop was provided for secondary and postsecondary health science faculty, allied health and nursing faculty, and administrators regarding keys to ensuring student success, addressing active teaching strategies in the classroom, technology in the classroom, teaching critical thinking, teaching in the clinical setting, meeting the needs of generation Y, and concepts mapping. The two day learning activity was attended by more than 200 health occupations educators from secondary and community colleges in Iowa.
- Regional workshops were conducted by DE staff in the areas of Business and Information Technology and Agriculture.
- The statewide Entrepreneurship Education Task force completed a final report, in which strategies and suggestions were presented. This report was also presented to the Directors of IDED and the Department of Education.
- The DE staff provided facilitation for Business and Information Technology area representatives regarding their duties for regional professional development. DE staff also provided professional development sessions at the Iowa Business Education Association (IBEA) conference and the Career and Technical Student Organizations (CTSO) advisors' conference and provided business curriculum, including model assessment resources, to business and information technology area representatives to provide to instructors at their area meetings.
- The Agricultural Education Professional Development (AEPD) program provided coordination and development of professional development seminars. In FY '07, 61 percent (195 of 319) of secondary and postsecondary agriculture educators participated in the program. The AEPD program responded to the assessed needs of agriculture education professionals.
- The DE provided funding to the Early Childhood Alliance for professional development for statewide community college early childhood instructors and included secondary family and consumer sciences (FCS) instructors, to discuss the transition and improve the articulation from secondary FCS programs to post secondary early childhood programs of study.
- Statewide stakeholders for FCS were convened to bring the discussion of creating "career pathways" which reflect the national career clusters initiative and the revalidated national standards for FCS.
- The DE in partnership with the Iowa School Counselor's Association held a Counselor Academy in West Des Moines to increase the school counselor's knowledge and skills with data to increase student achievement. Sessions focused on Perkins and school data, standards and benchmarks, partnership opportunities, and technology use of assessment and data collections.

Support for vocational and technical education programs that improve the academic and vocational and technical skills of students....

- During FY 2006, the Iowa Department of Education funded bioscience/biotechnology focus groups around the State. The groups were an attempt to start a dialogue among high school, community college and four-year institution faculty and administrators and Biotechnology Industry Representatives and Employers on what should be taught concerning bioscience/biotechnology. To further this joint planning and alignment activity among the three educational levels, the Iowa Department of Education offered grant opportunities (FY06-07) to the community colleges for assistance with the expansion of these dialogues and their outcomes throughout the State. The intent was to prepare students for a seamless transition through multiple levels of education in science (secondary to community college to 4-year institution) and to aid employers in determining current and future skill sets needed. The intent of the RFA was to provide resources to each community college to initiate/sustain a dialogue and to develop a strategic plan with the involvement of high school, community college, and four-year institution faculty to partner in the development or improvement of bioscience/biotechnology courses.

- A brochure was created to describe entrepreneurship education including the role of entrepreneurship in CTE and activities of the Joint Entrepreneurship Task Force.
- The DE staff worked with the Iowa Initiative for College Mathematics and Statistics Education (IICMASE) on a variety of efforts including the development of a data system to report on the performance of students in downstream mathematics courses. A community college advisory group was created to provide feedback to IICMASE.
- The DE staff coordinated the development of an inventory of Science, Technology, Engineering, and Mathematics (STEM) initiatives planned or underway at the state's public secondary and postsecondary educational institutions. The web-based resource is a valuable tool for collaboration and coordination.
- The DE staff assisted with the planning of the High School Student Summit sponsored by the Iowa Math and Science Coalition which focused on raising awareness of math and science careers.
- The DE advanced CTE in the states targeted economic and workforce development in areas of Advanced Manufacturing, Information Technology and Biotechnology. This included conducting and distributing a statewide inventory of community college programs to the emerging biotechnology industry.
- A web-based inventory of current and planned bioscience and renewable fuels program offerings and other activities at Iowa's community colleges and Regent universities was developed. DE staff coordinated the development of the data collection instrument, the organizational structure for the matrix, and the collection of community college data.
- A partnership between the University of Northern Iowa (UNI) and the DE resulted in the UNI industrial technology teacher education department providing a library of all new curriculum developed by The Multistate Academic and Vocational Curriculum Consortium (MAVCC).
- Professional development was held for new instructional staff at the high school level in the areas of Agriculture, Family and Consumer Sciences, Business, Marketing, Health Occupations and Industrial Technology.
- The DE sponsored a workshop for new and experienced advisers for Family, Career and Community Leaders of America (FCCLA), discussing the integration of FCCLA into the family and consumer sciences (FCS) curriculum, **Students Taking Action with Recognition (STAR) Events**, the organizations competitive events and using FCCLA as an assessment tool.
- The DE has established a PLTW state Leadership team that consists of representatives from the regent universities, community colleges, economic development, DE, business and industry, state legislature, and PLTW schools.
- Industrial Technology Education continues to establish new partnerships with professional associations across Iowa and maintain existing partnerships. Partnerships have been developed for manufacturing, construction, transportation, and engineering/communications education. These partnerships include representative from union and merit organizations, military guard, and professional development organizations related to specific trade fields.
- The DE in coordination with MarkEd presented a workshop on the latest marketing/business curriculum and materials on Perkins and Tech Prep.
- The DE has partnered with the Southeast Polk Rotary Club, the Rotary Club of Iowa, and a local school district to offer the Iowa Industrial Technology Expo since 2003. This partnership has leveraged a Perkins investment with an investment of the Southeast Polk Rotary Club to expand the Iowa Industrial Technology Expo that showcases the achievement of Iowa students. Over 1000 entries were showcased and evaluated during the 2007 Expo.
- A partnership with the Iowa Ready Mixed Concrete Association was been established in 2006 to develop curriculum that can be infused into comprehensive construction trades programs that focuses on concrete mixtures and proportions, concrete process and decorative concrete. The Iowa Ready Mixed Association will work within their association members to partner with local schools to deliver the curriculum developed through the state partnership with the Iowa Ready Mixed Concrete Association.
- Postsecondary and secondary agricultural educators cooperatively developed a Model Secondary Agricultural Education Curriculum Outline. University and community agriculture program instructors worked with high school and community college instructors to identify foundational mathematics concepts that should be taught at the secondary program level.
- Postsecondary and secondary agricultural educators worked collaboratively to conduct a pilot review of an agriscience curriculum. Their primary goal was to identify a potential curriculum that secondary instructors could utilize to increase the integration of science concepts at the secondary program level.

Providing preparation for nontraditional training and employment

- Membership in MAVCC gave schools access to *Taking the Road Less Traveled* and *Destination Success*, two nationally recognized training resources that help educators at the state and local levels develop and implement successful plans/strategies to recruit and retain non-traditional students.
- Community colleges conducted a wide variety of campus and community-based events. Students, faculty, staff, and community partnered to develop multicultural programming to increase the awareness on diversity, bi-lingual communication, ethnic minorities, and learning communities. Peer mentoring relationships were developed to serve students in non-traditional careers as well as improved data collection processes for non-traditional students, summer STEM camps and hands on activities were initiated, tutoring for computer courses was provided, were start.
- Over 100 participants attended the Community College Diversity Seminar to share and develop resources for recruiting, enrolling, retaining and graduating students in career areas nontraditional for their gender, students from underrepresented racial/ethnic groups and students with disabilities. Sample workshop topics included immigration processes, disability issues, inclusive community colleges environments, GLBT students, ethnic/race and gender in society and the workplace.
- The Equity Consultant provided ongoing technical assistance to the Community Colleges and to internal staff through dissemination of relevant print and electronic information. To encourage systemic integration of equity efforts, the Equity Consultant was included in internal committees to provide equity/diversity related support for decisions and plan for special populations.
- The DE conducted informal equity reviews in 10 school districts, 15 community colleges, and an area education agency to monitor state and federal equity requirements. One formal equity visit was also conducted.
- PLTW served as a vehicle to ensure awareness of middle school and high school girls of nontraditional career programs and to promote a more vigorous math and science curriculum. In 2006-07 PLTW programs reported 18.55 percent participation from females which is a 1.50 percent increase over 2005-2006.
- A PLTW counselor's conference was coordinated by the University of Northern Iowa, University of Iowa, Iowa State University and the DE and was held at ISU in October 2006.

Supporting partnerships... to enable students achieve state academic standards and vocational and technical skills

- The DE, in partnership with Grand View College, provided professional development workshops for family and consumer sciences teachers discussing the integration of FCCLA throughout the FCS curriculum, strengthening beginning and advanced culinary skills in the FCS curriculum.
- The DE staff provided entrepreneurship education workshops and resources to various schools and school counselors.
- A DE consultant served as a member of the IDED advanced manufacturing council. This council provided legislative direction that directly related to preparation of Iowa future workforce.
- A partnership between the University of Northern Iowa (UNI) and the DE resulted in the UNI industrial technology teacher education department providing a library of all new curriculum developed by MAVCC.
- A consultant from the DE served as a direct liaison with IWD and attended the State Workforce Development Board meetings to coordinate issues of mutual concern. Information regarding all programs and services provided through use of Perkins Act funds were made available to IWD offices.

Serving individuals in State institutions such as correctional institutions and institutions serving individuals with disabilities

- The DE staff partners with the Department of Corrections and the Department of Human Services to support the opportunities in correctional facilities. These opportunities include expanding career and technical education programs and including entrepreneurship education.
- An in-service activity was provided for the Department of Corrections teachers to develop entrepreneurship education within current curriculum.

Support for programs for special populations that lead to high skill, high wage careers

Incentive grants were awarded to community colleges to support the implementation of strategies to retain and graduate students from minority racial/ethnic groups in career program areas where they are underrepresented. The emphasis was on retention and graduation. Evaluation data on these activities were compiled by the Department of Education. In addition, there was an expectation for collaboration with another agency (school district, community college, college and

university, business or community based organization). A sampling of initiatives that were funded to encourage and support an inclusive, welcoming and supportive learning environment include:

- Student, faculty, staff, and business and industry partnerships were developed) to deliver multicultural programming on campuses and in the community.
- To increase the awareness on diversity, professional development workshops were conducted on minority staff recruitment, bi-lingual communication, ethnicity/multiculturalism, and learning communities.
- An electronic mentoring database was created to link minority nursing students with successful minority individuals in the field.
- The DE staff presented an in-service to staff at all correctional institutions on ways to support student learning in career and technical education.

Permissive uses of funds

Leadership funds were used in the following four permissible activities identified in Perkins III:

Technical assistance for eligible recipients

State program consultants provided technical assistance to secondary districts and community colleges on program development; program assessment; federal reporting, how to utilize the data locally, career and technical student organizations; articulation of secondary programs and community college programs, including Tech-Prep programs; and strategic planning with community colleges program-area deans, (such as nursing and business program deans and Ag Alliance). These activities included CTE teachers and administrators.

Improvement of career guidance and academic counseling programs....

- An Iowa School Counselors' Academy was held for 52 elementary and secondary counselors and educators in West Des Moines to provide information regarding the use of data to increase student achievement and improve connections between student academics and post-secondary success in the workplace. School Counselors wrote individual and school action plans to focus on career and academic guidance that would increase student achievement or student behavior.
- Career Resources were distributed and provided to counselors and educators about career development. Career Cluster brochures about the Cluster framework, and the Community Colleges Brochure were resources presented at regional or AEA counselor workshops around Iowa for school counselors, educators and career professionals.
- A new resource, The Iowa Career Resource Guide, was developed with Iowa Workforce Development/ Labor Market staff and staff from the Iowa DE/Community College Workforce Preparation as a resource for secondary school students. This resource was designed to be a foundational career information guide about the 16 Career Clusters, Iowa wage and projection data over the 16 clusters, and other career planning components to enhance the planning process for Iowa students. Each middle school in Iowa received at least 40 copies for use with students in career development.
- An outside focus group was convened, The Career Ad Hoc Framework Group, to examine the current career framework, and to research and study the 16 Career Clusters, service areas, and career pathways, and make recommendations to the Iowa Department of Education. This is part of a process to examine current practice and to look at possibilities for a common career development framework for CTE.

Establishment of agreements between secondary and postsecondary vocational and technical education....

- The DE continued to provide leadership in the development of statewide articulation within several program areas including agriculture, business, marketing, and biotechnology.
- Alignment of Project Lead the Way courses have been completed at the University of Iowa and at Iowa State University. The certification of Project Lead the Way programs allows students increased opportunity to receive credit at Iowa community colleges and regent universities.
- The Iowa Tech Prep Network has created Tech Prep programs in every area of the state. In addition to academics, these programs are designed with a minimum of three units of career and technical instruction provided at the secondary level. Instruction must articulate with a community college and conclude with an AAS degree. Secondary students may have the opportunity to receive college credit while in high school for advanced-level instruction.

- Eighty-one percent of the secondary agricultural education instructors attended six statewide in-services focused on dual enrollment and articulation opportunities in agricultural education.
- During the reporting period, there were 50,117 tech prep students reported as being served in 707 secondary tech prep programs with 18,246 tech prep students completing the defined sequence of courses. The community colleges reported serving 1,204 postsecondary tech prep students with 613 students completing their defined sequence of courses.
- Iowa's Community Colleges have been authorized to use State Iowa Values Funds in support of career academies.

Student Organizations

- The Iowa FFA Association and FCCLA were recognized for increasing their membership in 2007. Membership in the Iowa FFA Association set a twenty-two-year high.
- A booth was utilized at the Iowa Association of School Boards as a development activity for the state HOSA Officers. They were prepared in how to meet school board members and tell them about what HOSA has meant to them.
- The DE staff assisted business career and technical student organization advisors with professional development to enhance their chapter management skills.
- An annual advisor workshop was held for Business Professionals of America, Future Business Leaders of America, and Phi Beta Lambda advisors. New advisor training was also held for these organizations.
- The DE staff assisted Skills USA and TSA in organizing professional development training for advisers and students.
- The DE staff assisted in the coordination and implementation of leadership conferences and workshops for the student organizations.
- The Office of the Governor, the Iowa State Board Education, the Iowa DE, IWD, and the Iowa Association for Career and Technical Education (IACTE) sponsored a recognition ceremony for 47 student leaders in career and technical education student organizations.
- Ten new FCCLA chapters were affiliated statewide, increasing the total number of chapters to 110. The additional FCCLA chapters increased the total membership by over 200.
- The following Iowa career and technical student organizations maintain websites: Iowa Association of Skills USA, Iowa FFA Association (FFA), Business Professionals of Iowa (BPA), (DECA), An Association of Marketing Students, Health Occupations Student Association (HOSA), Family, Career and Community Leaders of America (FCCLA), Future Business Leaders of America/Phi Beta Lambda (FBLA/PBL), Postsecondary Agriculture Students (PAS), and Technology Student Association (TSA).

Part III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs Sections 131 and 134)

Iowa's public education is delivered via 371 comprehensive K-12 school districts, 6 specialized state K-12 schools, and 15 comprehensive community college districts. The state does not offer any education services at either level via an area vocational or technical education school. During FY '07, 377 secondary local education agencies and specialty schools were eligible for grants through Section 131 for the purpose of improving CTE programs. Thirty-one secondary agencies applied for funds independently and 346 agencies applied jointly through 81 consortia. Fifteen community colleges applied for funds independently.

Part IV. Accountability (Section 113)

A. State's Overall Performance Results and Program Improvement Strategies

The listing of activities under the previous sections of Professional Development, Support, and Technical Assistance, as well as improved data quality, assisted with the improvement of the performance areas.

Table 1**FY '05 through FY '06 Secondary Performance Rating and FY '07 Target and Actual Performance Levels**

Sub-indicator Title	FY05 Performance Level (%)		FY 06 Performance Level (%)		FY07 Performance Level (%)		FY 07 Actual vs. Target Performance Rating
	Target Level	Actual Level	Target Level	Actual Level	Target Level	Actual Level	
1S1 Academic Attainment	69.00	71.21	68.25	73.24	68.54	72.80	E
1S2 Skill Attainment	70.50	83.69	82.23	77.90	82.96	64.44	D
2S1 Completion	99.55	99.67	95.00	98.43	95.00	99.59	E
3S1 Total Placement	98.54	95.62	95.00	95.86	95.00	95.06	E
4S1 Nontraditional - Participation	19.03	34.00	33.52	34.77	33.32	35.36	E
4S2 Nontraditional - Completion	18.63	29.61	24.27	20.88	25.71	19.76	D

Legend: D – Did not meet, E – Exceeds, M – Met

Table 1 shows the FY05 through FY07 secondary performance target and the actual performance levels. In FY07 the State of Iowa (the state) met and exceeded the target levels in Academic Attainment (1S1), completion (2S1), total Placement (3S1), and Non-Traditional Participation (4S1). The state exceeded the target level by 4.26, 4.59, 0.06, and 2.04 points in 1S1, 2S1, 3S1, and 4S1 respectively. The state did not meet the target levels in skill attainment (1S2) and in Non-Traditional Completion (4S2). The state will continue to develop a better tool to assess students in these two areas. It was noted that in the compilation of this report, that better training needs to be provided to the field with emphasis on the need for complete and accurate data.

Table 2**FY '05 through FY '06 Postsecondary Performance Ratings and FY '07 Target and Actual Performance Levels**

Sub-indicator Title	FY05 Performance Level (%)		FY 06 Performance Level (%)		FY07 Performance Level (%)		FY 07 Actual vs. Target Performance Rating
	Target Level	Actual Level	Target Level	Actual Level	Target Level	Actual Level	
1P1 Academic Attainment	98.54	99.08	95.00	99.74	95.00	99.87	E
1P2 Skill Attainment	95.25	90.27	91.56	95.49	93.04	95.49	E
2P1 Completion	98.54	99.08	95.00	99.74	95.00	99.87	E
3P1 Total Placement	95.99	100.00	92.74	93.35	95.00	75.80	D
3P2 Retention	92.00	81.45	92.74	93.35	93.13	93.50	E
4P1 Nontraditional Participation	18.25	22.30	20.09	23.32	20.98	30.81	E
4P2 Nontraditional - Completion	13.71	14.98	14.26	15.35	14.61	25.71	E

Legend: D – Did not meet, E – Exceeds, M – Met

Table 2 shows the postsecondary target and actual performance levels from FY05 through FY 07. The Table shows that the state met and in most cases exceeded the target performance levels in Academic Attainment (1P1), Completion (1P1), Completion (2P1), Retention (3P2), non-Traditional Participation (4P1) and non-Traditional Completion (4P2). In 1P1 and 2P1, the state exceeded the target level by 4.87 points respectively. The state also recorded significant gains in 4P1 and 4P2 with 9.83 and 11.10 points respectively. The state postsecondary institutions also met and exceeded the target levels in both Completion and Retention with an actual average gain of 3.10 point between the two. The state failed to meet the target performance levels in Skill Attainment (1P2) and Total Placement (3P1). On 3P1, the state has taken a proactive approach to use other data sources to capture the placement of postsecondary students who graduated from Iowa's postsecondary colleges. The State Department of Education (DE) has entered into agreement with Iowa Workforce Development (IWD) to identify the students' placement using Iowa Workforce Unemployment Insurance data. Other data sources that will be employed by the state to address the placement issue the state Management Information System (MIS) and the use of other data Clearinghouses to identify those graduates who could not be located using the list in the state data sources. The state is also determined to utilize the IWD data to reach those students who may have taken employment in the surrounding states (Illinois, Minnesota, Missouri, Nebraska, South Dakota and Wisconsin). As for 1P2, the state FY08 plan will require colleges to use the third party assessment as defined in the plan to determine the proficiency levels of students who completed career and technical programs and joined the workforce.

Table 3

**The FY '07 Secondary Performance Levels Reported by Target, Grand Total and Special Populations Performance Levels
Expressed as a Percentage**

	Target	Grand Total	Disab	Econ Disad	Nontrad Train	Single Parent	Disp Home	Ed Bar	LEP	Tech Prep
1S1 Academic Attainment	68.54	72.80	31.07	59.92	77.38	63.16	N/A	54.00	46.27	72.32
1S2 Skill Attainment	82.96	64.44	65.72	58.05	64.66	95.12	N/A	77.71	77.78	60.34
2S1 Diploma/Credential	95.00	99.59	100.00	99.82	99.64	99.49	N/A	100.00	100.00	99.59
3S1 Total Placement	95.00	95.06	73.44	92.19	97.42	0.00	N/A	0.00	83.33	95.26
3S1 Advanced Training	95.00	82.35	68.75	73.80	86.59	0.00	0.00	0.00	0.00	82.35
3S1 Employ./Military	95.00	6.74	4.69	18.39	10.83	0.00	0.00	0.00	0.00	0.74
4S1 Nontraditional Participation	33.32	35.36	35.39	35.31	99.90	N/A	N/A	N/A	30.75	34.62
4S2 Nontraditional Completion	25.71	19.76	15.79	21.63	99.69	N/A	N/A	N/A	9.68	17.76

Table 3 shows the FY 07 secondary performance levels disaggregated by the special population categories. As shown in the table, the state as a whole met and exceeded the performance levels in Academic Attainment (1S1), Diploma/Credentials (2S1), and in the total Placement (3S1). However, when the data was disaggregated by the categories in special populations, only the Nontraditional Training groups were able to meet and exceed the target level of 68.54 percent in 1S1 with 8.84 percentage points. The table also shows that the Single Parents group met and exceeded the target level of 82.96 by a margin of 12.16 percentage points. Then in Diploma/Credentials, all the special population categories met and exceeded the target level of 95.00. The Disability, Education Barriers and Learning English Proficiency categories each exceeded the target performance level of 95.00 by 5.00 percentage points respectively. The Economic Disability, the Nontraditional Training, and the Single Parents categories equally exceeded the target performance level at a significant percentage of 4.82, 4.64 and 4.49 points respectively. Under Total Placement (3S1), the Nontraditional Training, the Single Parent and the Education Barrier categories were able to meet and exceed the target level. In the Nontraditional Participation (4S1) and the Nontraditional Completion (4S2), the table shows that the state met and exceeded the target performance level as a whole for 4S1 but did not meet the target for 4S2. The state will continue to work on improving the completion level as a measure for Perkins IV accountability system. In Tech Prep, not only did the state meet the target levels, but exceeded the target levels as follows: 1S1-3.78%; 2S1-4.59%; 3S1-.26%; and 4S1-1.30%.

Table 4

FY '07 Secondary Performance Levels Reported by Target, Grand Total, and by the Ethnic Groupings Expressed in Percentages

	Target	Grand Total	Ind/ Alaskan	Asian	Black/ Af Am	Hisp	White	Unknown
1S1 Academic Attainment	68.54	72.80	68.75	50.00	38.79	62.39	74.23	N/P
1S2 Skill Attainment	82.23	64.44	66.67	63.73	41.72	41.79	65.33	N/P
2S1 Diploma/Credential	95.00	99.16	98.22	99.47	98.76	99.42	99.15	N/P
3S1 Total Placement	95.00	95.06	90.00	95.45	89.47	90.17	95.30	N/P
3S1 Advanced Training	95.00	82.35	90.00	84.85	81.58	69.36	82.67	N/P
Employment & Military	95.00	6.74	0.00	10.61	7.89	20.81	12.64	N/P
4S1 Non-trad. Participation	33.32	35.36	34.51	37.24	38.86	34.21	35.20	0.00
4S2 Nontrad. Completion	25.71	19.76	18.18	22.95	20.56	18.46	19.77	N/P

Note: Not Provided (N/P)—MIS does not collect this data

Table 4 shows the secondary performance levels reported by target, the grand total and by ethnic groupings reported in percentages. As shown under the Grand Total of the Table, the state met and exceeded all the performance levels in all the accountability measures except for the Nontraditional Completion (4S1) and Skill attainment (1S2). When data was disaggregated by ethnicity, only the Indian/Alaskan natives and the White ethnic groups respectively met and exceeded the target levels in Academic Attainment (1S1) by 0.21 and 5.69 percentage points. In 2S1 the state met and exceeded the target level. In addition, all the ethnic categories met and exceeded the target performance of 95 percent. As shown in the Table, the Indian/Alaskan natives exceeded this 95 percent target level by 3.22 points, the Asian by 4.47, the Black/African American by 3.76, the Hispanics by 4.42 and the White group by 4.15 percentage points. In the Placement (3S1) measure, the Table shows that three groups, Asian, Black/African American, and White, all met the target performance level and each respectively exceeded the target level of 95 by 5, 1.30 and 0.97 percentage points. In Nontraditional Participation (4S1), all the ethnic groups met and exceeded the target performance level of 33.32 points. As shown in the Table, the Black/African American group exceeded the target level by 5.54 points followed by the Asian group with 3.92 and the White group with 1.85 points. The Hispanics and the Indian/Alaskan Natives groups equally exceeded the target level by 0.89 and 1.19 points in their respective category. However, the situation is different in Nontraditional Completion (4S2). Here only the Asian group was closer to the target performance level of 25.71 by scoring 22.95 points. In general, secondary school students participated more in programs nontraditionally for their gender in all ethnic groups. The state will continue to encourage students to not only participate in programs nontraditional for their gender but also to complete their educational programs in those nontraditional occupations.

Table 5

**FY '07 Postsecondary Performance Levels Reported by Target, Grand Total,
Special Populations and Tech Prep Performance Levels Expressed as a
Percentage**

	Target	Grand Total	Disab	Econ Disad	Nontrad Train	Single Parent	Disp Home	Ed Bar	LEP	Tech Prep
1P1 Academic Attainment	95.00	99.87	99.64	99.80	N/P	100.00	100.00	N/P	100.00	N/P
1P2 Skill Attainment	91.56	95.49	97.12	93.61	96.11	98.42	98.41	N/P	86.54	N/P
2P1 Completion	95.00	99.87	99.64	99.80	N/P	100.00	100.00	N/P	100.00	N/P
3P1 Total Placement	95.00	75.80	63.20	75.50	N/P	74.10	74.40	N/P	76.60	N/P
3P1 Advanced Training			35.39	35.31	99.90	0.00	0.00	0.00	30.75	N/P
3P1 Employment & Military			11.11	20.55	9.60	0.00	0.00	0.00	0.00	N/P
3P2 Retention	92.74	93.50	93.30	93.10	N/P	88.70	88.90	N/P	87.80	N/P
4P1 Nontraditional Participation	20.98	30.81	29.87	29.67	N/P	61.16	64.68	N/P	49.38	N/P
4P2 Completion Nontraditional	14.26	17.44	15.98	16.27	N/P	14.20	31.43	N/P	40.00	N/P

Note: Not Provided (N/P)—MIS does not collect this data

Table 5 shows the FY07 postsecondary performance measures reported by target levels, the grand total, the special population categories and Tech Prep performance levels. Here in the Table the postsecondary targets were met and exceeded on Academic Attainment (1P1) by all the special population categories. The Single Parents, Displaced Home Maker and LEP categories exceeded the target of 95 by significant margin of 5 points. Both Disabled and economic Disability categories exceeded the target level by 4.64 and 4.80 percentage points respectively. The same will be said for Completion (2P1) for all the categories. In the Placement measure (3P1), neither the state nor the special population categories met the target level of 95. The probable cause of the low scores could be attributed to the incomplete data sources. As indicated above, the state is taking steps to gather more valid and reliable data on postsecondary placement by entering into agreement with the Iowa Workforce Development (IWD) utilizing the Unemployment Insurance (UI) data base, the postsecondary Management Information System (MIS) and other sources for more accurate data. These multiple sources will enable the state to locate students who may have joined the workforce in the surrounding states as listed earlier in this report. Table 5 also shows the postsecondary Retention (3P2) for all the special populations. The state overall met and exceeded the target level by 0.76 points. Individuals with Disabilities and those under Economic Disability met and exceeded the target performance level by 0.56 and 0.36 points respectively. The Table also shows that the state not only met and exceeded the target levels for Nontraditional Participation and Nontraditional Completion but that all the special population categories equally met and exceeded their target levels. During 2008, efforts will be undertaken to develop a tracking system for tech-prep students through completion of a community college program.

Table 6**FY '07 Postsecondary Performance Levels by Target, Grand Total, and Ethnic Categories in Percentages**

	Target	Grand Total	Indian/ Alaskan Natives	Asian	Black/ African American	Hispanic	White	Unknown
1P1 Academic Attainment	95.00	99.87	100.00	100.00	100.00	100.00	99.88	99.51
1P2 Skill Attainment	93.04	95.49	92.98	93.94	90.73	97.83	96.09	90.39
2P1 Diploma/Certificate	95.00	99.87	100.00	100.00	100.00	100.00	99.88	99.51
3P1 Total Placement	95.00	75.80	74.40	63.90	68.30	70.30	76.40	70.50
3P1 Education			34.51	37.24	38.86	34.21	35.20	0.00
3P1 Employment & Military			0.00	13.33	5.88	22.95	14.55	0.00
3P2 Retention	93.13	93.50	95.20	87.20	95.50	89.60	93.60	92.90
4P1 Nontraditional – Participation	20.98	30.81	37.82	40.74	34.01	38.09	29.94	33.27
4P2 Nontraditional - Completion	14.61	17.44	33.33	23.19	46.77	25.76	16.93	17.20

Table 6 shows the postsecondary performance levels by target, grand total, and ethnic categories expressed in percentages. The state met the target level established for Academic Attainment (1P1). The ethnic groups also met and exceeded the target level of 95 by significant margins. The Indian/Alaskan Natives, Asian, and Black/African American groups all scored above the target level by 5 percentage points. The White ethnic group equally met and exceeded the target level by 4.88 points. The same will be observed for all ethnic categories in the Diploma/Certificate (2P1) conferred on postsecondary graduates in the Fiscal Year 2007. The state as well as the listed groups did not meet the target level set for Placement (3P1). The probable cause has been discussed above, and the state may have met and exceeded the target level for this measure after implementing the multiple data source arrangements. The Table also shows that the state met and exceeded the target level for Retention (3P2). Here the state as a whole exceeded the target level by 0.37 percent. The rest of the ethnic groups met and exceeded the target level with two exceptions, the Hispanic and the Asian groupings. The Indian/Alaskan Natives had the highest rate of 2.07 above the target level of 93.13 followed by the White category with 0.47 percentage points. In 4P1 and 4P2, the state as well as the ethnic groupings met and exceeded the target levels of 20.98 for Nontraditional Participation and 14.61 for Nontraditional Completion. The result shows that in the postsecondary, students not only participated in nontraditional programs but they completed those programs that are nontraditional for their gender. The state will continue to aspire to replicate the success in the postsecondary in the secondary career and technical programs.

C. Definitions

Vocational Participant

Secondary Program: A student enrolled in one or more courses that are included in a program sequence as identified by the school district as a vocational program.

Postsecondary Program: A student who has enrolled in one or more courses that are included in an approved vocational program and who has declared the program as their major and been accepted into the program by the college.

Vocational Concentrator

Secondary Program: A secondary vocational concentrator is a student who has a combination of completed and presently enrolled vocational units totaling at least two vocational units (two years) in the vocational program being reported.

Postsecondary Program: A postsecondary vocational concentrator is a student who has a combination of completed and presently enrolled vocational courses representing a full semester/quarter load in the vocational program being reported.

Vocational Completer

Secondary Program: A program completer is defined as a student who has completed a vocational program sequence as identified by the school district (three or more sequential units).

Postsecondary Program: A student who graduates or leaves a program after completing the entire sequence of occupational courses in the program, with or without fulfilling all the necessary requirements leading to a degree, diploma, or certificate.

Tech-Prep Student

Secondary Program: A student enrolled in one or more technical courses that are included in the Tech-Prep program sequence as identified in the written agreement between the cooperating institutions.

Postsecondary Program: A student who has completed the secondary portion (a sequence of academic and technical courses) per the written agreement between the cooperating institutions, and is enrolled in one or more courses that are included in the aligned postsecondary vocational program and who has declared the program as their major and been accepted into the program by the college.

D. Measurement Approaches

The CTE web-based reporting system added checks and balances to improve data validity and reliability. The State developed a questionnaire for year-end reporting from secondary and postsecondary institutions. This questionnaire was used to collect information on strategies and the value placed on Required Use of Funds and Permissive Use of Funds items. The Project EASIER data collection system was modified prior to the FY '07 reimbursement cycle. It included

- Identification of courses in a program
- Students in a program – linked with the Fall BEDS Report
- Districts identified students as concentrators, completers and occupationally proficient
- Project EASIER Plus CTE student data linked with the Senior Placement and the ITEDs files
- The creation of a view only summary report reflecting the program data submitted by each district and community college

The State will continue to provide staff development opportunities on the use of the CTE web-based collection system for all Perkins grant recipients. A handbook for completing the data information was developed and made available as an on-line resource.

The following tables define the measurement approaches and definitions for the numerator and denominator for each of the sub-indicators for the performance report as negotiated with the U.S. DE. A more complete discussion of the "Performance Levels and Standards" may be found in the "Iowa State Plan for Implementation of the Carl D. Perkins Vocational and Technical Education Act of 1998" located on the Iowa DE web page at (<http://www.state.ia.us/educate/content/view/265/402>).

IOWA - SECONDARY

Core Sub-Indicator	Measurement Definition
1S1 Academic Attainment	<p>Numerator: Number of eleventh grade students with a combination of at least two completed or enrolled vocational units in the program, rated proficient (41st percentile) or higher on national norms of the ITED – reported for math and reading.</p> <p>Denominator: Number of eleventh grade students with a combination of at least two completed or enrolled vocational units in the program - assessed.</p>
1S2 Skill Attainment	<p>Numerator: Number of program completers rated proficient or higher. (attained 90% of program occupational competencies or a passing score on a certificate or license test.</p> <p>Denominator: Number of program completers.</p>
2S1 Diploma/Credential	<p>Numerator: Number of students completing high school and two or more vocational units in the program - receiving a diploma or its equivalent.</p> <p>Denominator: Number of students completing high school and two or more vocational units in the program.</p>
3S1 Placement	<p>Numerator: Number of program completers placed in continuing education, non-military employment and military.</p> <p>Denominator: Number of program completers completing high school.</p>
4S1 Participation Non-Traditional	<p>Numerator: Number of students in underrepresented gender groups enrolled in programs for non-traditional occupations.</p> <p>Denominator: Number of students enrolled in programs for non-traditional occupations.</p>
4S2 Completion Non-Traditional	<p>Numerator: Number of students in underrepresented gender groups who completed a program for non-traditional occupations.</p> <p>Denominator: Number of students who completed a program for non-traditional occupations.</p>

	IOWA POSTSECONDARY
Core Sub-Indicator	Measurement Definition
1P1 Academic Attainment	<p>Numerator: Number of students receiving a degree, diploma, or certificate.</p> <p>Denominator: Number of students receiving a degree, diploma, or certificate or being non-graduate program completers (Number of Program Completers).</p>
1P2 Skill Attainment	<p>Numerator: Number of program completers rated proficient or higher (attained 90% of program competencies or a passing score on a certificate).</p> <p>Denominator: Number of program completers.</p>
2P1 Degree/Certificate (same as 1P1)	<p>Numerator: Number of students receiving a degree, diploma, or certificate.</p> <p>Denominator: Number of students receiving a degree, diploma, or certificate or being non-graduate program completers (Number of Program Completers).</p>
3P1 Placement	<p>Numerator: Number of completers placed in continuing education, non-military employment and military.</p> <p>Denominator: Number of program completers.</p>
3P2 Retention	<p>Numerator: Number of completers employed both the second (year after graduation) and fourth (graduation year) UI quarters.</p> <p>Denominator: Number of completers employed the fourth (graduation year) UI quarters.</p>
4P1 Participate Non-Traditional	<p>Numerator: Number of students in underrepresented gender groups enrolled in programs for non-traditional occupations.</p> <p>Denominator: Number of students enrolled in programs for non-traditional occupations.</p>
4P2 Completion Non-Traditional	<p>Numerator: Number of students in underrepresented gender groups who completed a program for non-traditional occupations.</p> <p>Denominator: Number of students who completed a program for non-traditional occupations.</p>

E. Improvement Strategies

Iowa has improved the secondary data collection system by integrating CTE data requirements into the K-12 data system called Project EASIER Plus CTE. This improvement has increased the reliability of the data collected and reduced the duplication of reporting on the secondary school districts.

The State is working to improve data collection on 1S2 Skill Attainment. The system allowed recipients to certify their count without completion of all sections. As a result, numerous schools did not report the number of students proficient in 1S2. This situation is being addressed by programming edits that will require recipients to complete all elements before certification.

Part V. Monitoring Follow-Up

No action was required.

Part VI. Workforce Investment Act (WIA) Incentive Grant Award Results

The Workforce Investment Act (WIA) Section 503 Incentive Grant was administered jointly by the Iowa DE, and IWD and focused on literacy as the essential foundation of success in employment, career growth, and economic self-sufficiency. The family literacy programs coordinated by the Adult Literacy programs at the Community Colleges integrated the following activities:

- Interactive literacy activities between parents and children (PACT).
- Education for parents in facilitating children's learning and becoming full partners in their education.
- Parent literacy training that leads to economic self-sufficiency and meets adults' stated goals.
- Educate parents on careers and education levels necessary for those careers. The long-term goal is to assist students in having higher aspirations to take higher level courses in math and science as part of their preparation.

The family literacy programs partner with community agencies included: YMCA, Public Library, school districts, County Health, Head Start, Title I, Every Child Reads, Prevent Child Abuse Iowa, Central Business Districts, churches, Iowa State University Extension, and IWD Centers. The programs predominantly served low socioeconomic families and those families with low literacy skills, and whose native language is not English. Continuing efforts include career awareness, technology skills, and “the working family”.